DOCUMENT RESUME

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IDENTIFIERS	Goal Setting; Massachusetts; *Workplace Literacy

ABSTRACT

This document, which is designed to assist workplace education practitioners in business, education, and labor partnerships funded through the Massachusetts Department of Education's Workplace Literacy Program, includes materials for an 18-month workplace education program that was developed as part of a partnership between the Asian American Civic Association and the New England Medical Center. The first third of the document outlines the program's career counseling component and includes sections on the following: program population, career counseling mission, outreach, career counseling links, role of career counseling in workplace education, and individual education plans (IEPs). The remainder of the document consists of curriculum outlines and instructional materials for a series of 1- and 2-hour workshops on the following topics: goal setting/IEPs, resume writing, orientation, stress reduction, communication/assertiveness, and diversity. Sample materials produced by students during selected workshops are also included. (MN)

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The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

(617) 388-3300
(617) 388-3392 Fax

Robert V. Antonucci
Commissioner

September, 1993

I am pleased to present this publication developed through our Massachusetts Workplace Education Initiative. This publication is part of a series of resources developed for and by workplace education practitioners in business, education, and labor partnerships funded through our Department's Workplace Literacy Program.

These resources are the result of our commitment to strengthening the capacity, knowledge base, and quality of the field and to provide much-needed and long-awaited information on highly-innovative and replicable practices. These resources also complement the curriculum framework of staff training and development initiatives that were successfully developed and piloted in conjunction with the field during the past fiscal year and represent an oustanding example of the Department's theme: " Working Together for Better Results."

Each of these publications was written by trainers and workshop presenters who have participated in the training of new workplace education staff. All publications provide invaluable information on important aspects of workplace education programming. All documents begin with an overview of the field or current-state-of-the-art section as it relates to the topic at hand. Then, they move into the practitioner's experience. Next, the training plan of presenters is discussed. Each publication ends with a list of resources.

We are confident that with this series of publications we have begun an exciting but challenging journey that will further support workplaces in their progression towards becoming high-performance work organizations.

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commisioner of Education

ACKNOWLEDGEMENTS

Individuals, groups, and organizations that helped in the development of this publication:

Deborah Millman Berwick, Bob Bozarjian, Johan Uvin
Asian American Civic Association
New England Medical Center

WORKPLACE EDUCATION RESOURCE SERIES:

Workplace Education Mentoring Pilot Project Final Report
17419-82-150-9/93-DOE

Workplace Education Sample Evaluation Report
17420-30-150-9/93-DOE

Workplace Education Mini-Course Pilot Project Final Report
17421-44-150-9/93-DOE

Transforming the Training Manual into a Learning Experience
17422-19-150-9/93-DOE

Math in the Workplace
17423-20-150-9/93-DOE

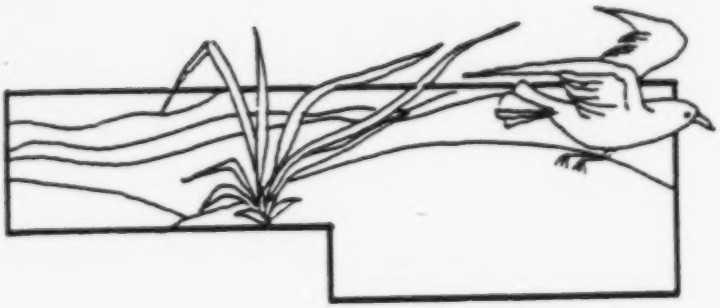
Learning Differently in Adult Education: Development of a Learning Disabilities Component At Hampden Papers, Inc.
17424-43-150-9/93-DOE

The Role of Counseling in Workplace Education:
Educational and Career Counseling at New England Medical Center
17425-66-150-9/93-DOE

September 15, 1993

THE CAREER COUNSELING COMPONENT

DEBORAH MILLMAN BURWICK



"A tree as great as a man's embrace springs from a small shoot.
A terrace nine stories high begins with a pile of earth.
A journey of a thousand miles starts with the first step."
Lao-Tsu, Tao Te Ching

ASIAN AMERICAN CIVIC ASSOCIATION
NEW ENGLAND MEDICAL CENTER

CAREER COUNSELING COMPONENT

A most powerful message came from a student when asked during an Individual Education Plan interview about his barriers to learning, he replied: "CRYING THE TEARS TO START OVER AGAIN". All learning begins at this point-acknowledging the students sense of loss while encouraging and challenging their sense of future accomplishment.

The Asian American Civic Association has been a pioneer with the inclusion of a counseling component in a workplace education grant. A federal grant between the Asian American Civic Association and the New England Medical Center provides a workplace education initiative and literacy training. In July 1992 the two organizations joined in partnership for an eighteen month workplace education program. Funding for this program came from the National Workplace Literacy Program through the Massachusetts Workplace Education Initiative. The Asian American Civic Association has provided resources for education and community. Resources were provided for me to attend the Department of Education consortium mini-course, 23 hours in length, to develop a greater understanding of the field.

The counseling component is used as a coordinated vehicle, with the inclusion of individual career counseling , the Individual Education Plan and educational workshops to facilitate and enhance learning.

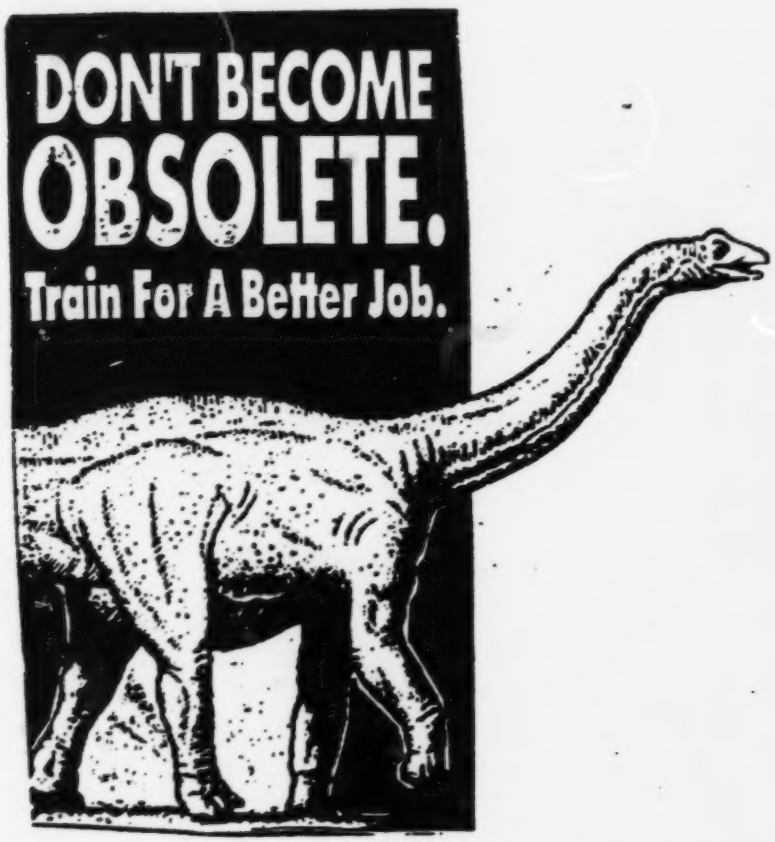
The counselor works with students to :

* identify career goals-a road map for career advancement
* target educational objectives
* identify and process barriers

Part Time Position:

The career counseling position is part-time, 17 1/2 hours a week. The time is flexible, allowing the counselor to provide the hours when needed for individual career counseling, the implementation of an IEP and educational workshops. All students meet with me twice individually during a series of classes (8 to 12 weeks in length)to develop an Individual Education Plan, once if classes are a mini cycle. Additional individual appointments are scheduled to meet needs. Three workshops are scheduled for each class series.

POPULATION: We are servicing all hospital employees who wish to improve reading, math, and communication skills. Employees are from the following departments: Environmental Services. Secretarial Support, Central Processing, Information Systems, Dietary, Transport, Animal Care, Outpatient Billing, and Parking.



THE CAREER COUNSELING MISSION

The career counseling component is a necessary integral part of workplace education. It assists in maximizing human potential while meeting the changing needs of the population. The career counseling component is an essential part of program design, vital to breaking down barriers and facilitating learning.

The Mission:

- *facilitates needs assessment
- *assists in identifying barriers and identifying solutions
- *provides ongoing career counseling
- *a referral resource to support services
- *a vehicle for career problem solving
- *a referral resource to support services
- *an empowering voice for students to become informed.

The counselor works with students to:

1) assess their educational/vocational interests
2) establish goals encompassing work, education ,recreation
3) provide a road map for career advancement
4) develop a more positive self concept to enhance learning.
5) instill an attitude of confidence in the workplace.

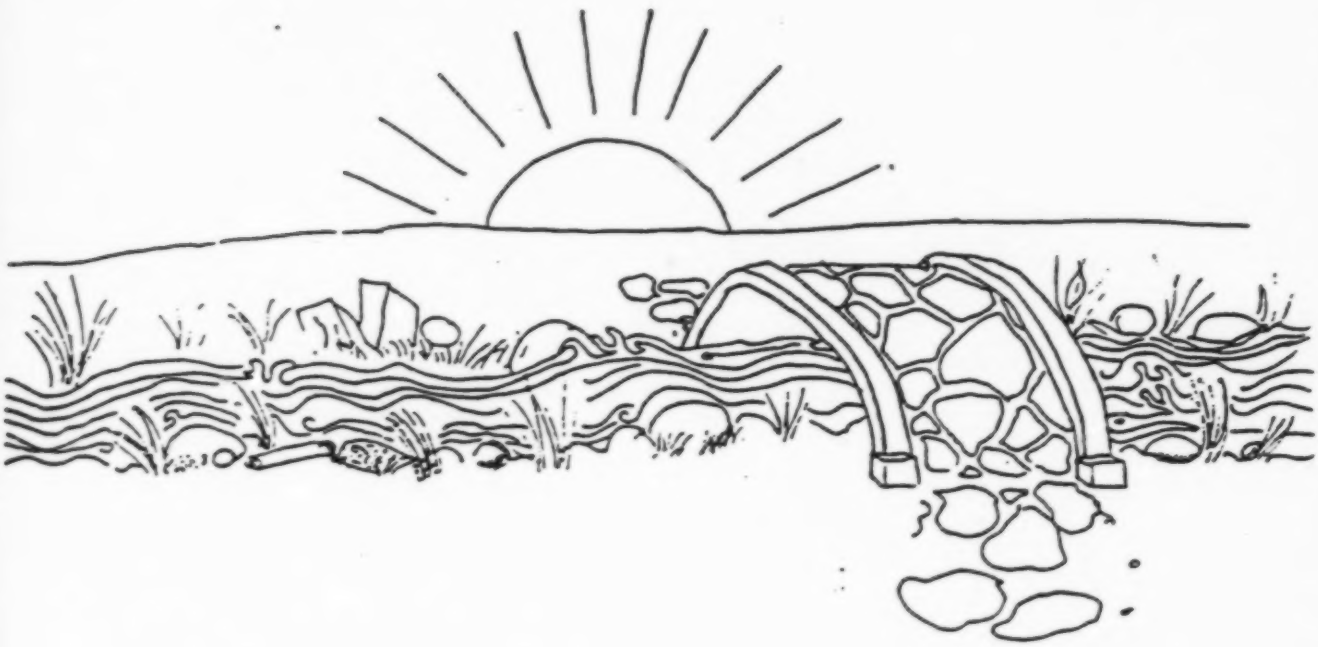
Providing a co-ordinated focus:

- *Participates in outreach for recruitment
- *Assists in the screening of students for appropriate classes.
- *Encourages a sharing with teachers,providing feedback for the needs of students.

Meeting with individual students to produce an Individual Education Plan allows students to focus on goals and receive validation for their steps and actions while being candid about the barriers or obstacles that inhibit learning. Follow up appointments are arranged to process barriers. Each student is given a copy of the document. The focusing process of the IEP allows students to value their commitment.

ANECDOTAL:

A student reported to the group that the IEP was the first time he had ever sat back and taken the time to look at what he wanted to do . He shook his head as he spoke. The documentation and its formation had great meaning for him.



THE TEAM APPROACH

Weekly meetings should be set up between the teachers and the counselor. A sharing of the needs of the individual and of the population will provide a fine tuning to the program. The counselor should also consult with the teacher to see if workshop materials are appropriate for the population. The teachers ' feedback is invaluable.

Brainstorming regarding resources available at the worksite strengthen the program. This approach allows the counseling component to have a smooth transition and to be successfully integrated into the program in a most beneficial way, addressing time, space and needs.

The Career Counseling Component

What is it?

The career counseling component is an active process allowing the individual to feel more centered, make good choices and be in control of his being. The individual becomes motivated and develops an understanding of his need to develop balance in his life.

The counseling component is multidimensional. It:

- Provides individual career counseling
- Implements an Individual Educational Plan to set goals and explore barriers
- Facilitates educational workshops
- Serves as a resource provider for the community
- Focuses on the needs of the community
- Provides validation for learning
- Encourages a wellness model-stress reduction
- Enhances feelings of self-esteem and the ability to be assertive
- Establishes respect for differences - diversity training

The counseling component provides a balance between psycho-educational workshops and the development of an IEP. The exploration and focus on personal barriers allows for new understandings and awareness to become apparent. The motivational factor along with self care, stress reduction and the enhancement of self-esteem provide the students with the necessary tools to encourage learning. Retention and enrollment in classes is stressed during IEP counseling sessions.

OUTREACH

It is invaluable to spend time doing outreach at the workplace educational site. At New England Medical Center, outreach to the Training and Organizational Development Department provided information on tuition reimbursement, suitable training and advancement opportunities at the workplace and resources for crisis intervention. As a follow up to this meeting , a presentation was made by the Training department of the hospital to make workers aware of hospital resources. It also provides a transition for students to become aware of hospital resources to be utilized after the grant.

Out reach to other workplace education sites provided insight into the moral of workers during recessionary times and counseling needs of the population. Future meetings with employee assistance should provide additional resources.

Catalogues and brochures from community colleges opened up awareness of avenues to career exploration and curriculum possibilities. Students should be informed of transferring course credits from past institutions attended to receive appropriate credit toward a degree, to avoid repeating unnecessary courses.

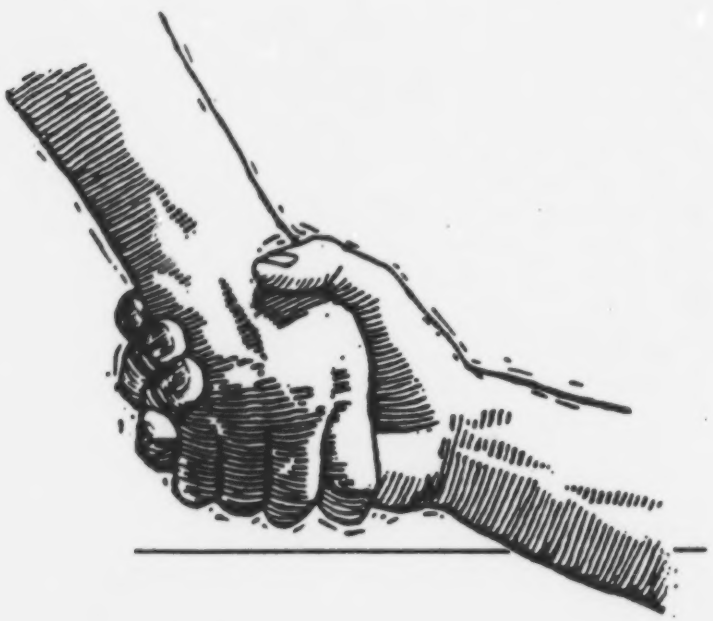
CAREER COUNSELING LINKS

Attendance at advisory board and planning and evaluation meetings at New England Medical Center provided an awareness of the goals of the career counseling component and a forum for interaction with supervisors.

Supervisory program evaluation gave us the following information about students:

- *Taking a new look at career advancement
- *Interest in moving up career ladder.
- *Asking about promotions.
- *Proud of work.
- *Recognizes self-worth, more assured.
- *Helped her personally with work.
- *Improved attitude.
- *Exhibits self confidence/self-esteem since the class.
- *Communicates better with fellow workers and supervisors.
- *Verbalizing needs and concerns.

The links with supervisors provide a visibility and an open door for student referral for class enrollment.



ROLE OF COUNSELING IN WORKPLACE EDUCATION

A trust factor is established by the counselor sitting in on the intake interview with perspective students for new classes. At that time the counselor is introduced by the teacher. The career counseling role is explained along with the possibilities of workshop topics {suggested list included}.Initial assessment during the intake interview revealed the needs of the population to include: career development, stress management, building self esteem ; and assertiveness training. Future exploration revealed need for validation, peer support, creating balance in your life, processing of learning styles, time management and the role perfectionism plays in students lives.

The counselor needs to let people know that what she wears and the materials presented are not meant to offend anybody culturally. If people feel that either is difficult, you want to know about it. Student are encouraged to keep the sharing that goes on in class confidential and to be made aware that there is confidentiality in all counseling sessions.

The counselor should explore support services in the workplace education site for crisis intervention and psychological support for workers. Be aware of what emergency measures need to be followed. When addressing change, workers may need support for overwhelming barriers. A private space should be provided for counseling. Students need a safe place where confidentiality is apparent.

Prioritizing

THE INDIVIDUAL EDUCATION PLAN ------"IEP"

At the beginning of the learning cycle, individual counseling appointments are set up with each student to develop an Individual Education Plan. Setting a short term goal of three to six months is realistic. It feels attainable, with focus, and gives students a feeling of accomplishment. Goals should focus on the "Three Boxes of Life" of Richard Bolles-Educational, Recreational, and Vocational . The student develops an action plan that is motivational and provides focus. The validation of action steps gives students a feeling of accomplishment/self-esteem. It allows them to focus on skill development . Rapport and validation of accomplishment is developed and students are then open to discussing barriers.

Examples of action steps:

*Watching the news on television,time with a friend, reading a newspaper, working on a computer, doing a work book, journal writing, helping a child with homework, reading to a child, practicing on the calculator, meditation, and taking more time for themselves.

The barriers are discussed during the IEP meeting. Common barriers are addressed in workshops:

*Time management-the balance between work, family and studying.
*"Crying the tears to start over again"-to verbalize a sense of mourning, a loss of learning.
*Information on courses, career track exploration,preparation for the GED.
*Perfectionism .
*Awareness of personal problems and how they impede learning.
*Communicating needs to supervisors.
*Assertiveness with co-workers and in relationships.
*Self-esteem.
*$$$$$$$$$$.
*Health issues.

During the IEP interview, tears often come to a students eyes when disclosing barriers to learning and their expression of readiness for new learning. Students often express a sense of grieving for lost career, loss of homeland, and frustration at the length of time it takes to learn English , their second language. Validation of their loss and praise for their current learning allows students to feel a sense of accomplishment. Setting short term goals {three to six months} puts the process of achieving language fluency on a more realistic and achievable level. The short term goal allows them to focus on tangible achievements rather than putting things off or acquiring feelings of frustration.

ANECDOTAL--

During an IEP interview, a woman spoke of having to leave school in the sixth grade to work and help support a large family. Her eyes filled up as she spoke of the "SHAME" she has felt over the years at not being able to read and her feelings of illiteracy. When there was something to communicate in writing in her house , her grandchildren would say,"it's all right grandma!" . 'BUT, IT WASN'T ALRIGHT". She knows that it is difficult to attend classes, but it is important and necessary. She describes the process by saying , " It's like cooking a meal- add the ingredients, sometimes you're out of an ingredient, but at the end it sure tastes good!" She continued to verbalize how proud her family members were of her.

THE I.E.P.

A wealth of material is produced in the IEP.Discussing the steps and actions provides validation and a sense of accomplishment. The exploration of the barriers allows students a safe place to be open about career obstacles, a place for new understandings and the career/educational ladder to become focused.

"The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher."

T.H.Huxley

INDIVIDUAL EDUCATIONAL PLAN

NAME _____ DATE _____

GOAL _____

_____

WHEN _____

STEPS		ACHIEVED
1		
2		
3		
4		
5		
6		

ACTIONS

BARRIERS

DATE	RECOMMENDATIONS AND COMMENTS

INDIVIDUAL EDUCATIONAL PLAN

NAME Student #1 DATE July, 27, 1993

GOAL Learn to read and write better

WHEN next 3 months.

STEPS		ACHIEVED
1	Attending the Hit the Ground Running	✓
2	Do homework.	
3	Write in journal	
4		
5		
6		

ACTIONS

read to daughter
newspaper

BARRIERS

need more time for myself at home-
responsibility for paying for things - babysitter
Edison-

INDIVIDUAL EDUCATIONAL PLAN

NAME Student II DATE Mar. 29, 1993

GOAL complete Hit the Ground Running
try to finish book, learn more computer

WHEN In 3 weeks

STEPS		ACHIEVED
1	Attending classes -	
2	Writing better	
3		
4		
5		
6		

ACTIONS

reading homework -
staying focused - "going back to book"
"letting go"
feel better about self.
"doing too much" /

BARRIERS

time management - limit setting

INDIVIDUAL EDUCATIONAL PLAN

NAME Student II 4 DATE 7-1-93

GOAL finish class assignments

WHEN 4 weeks

STEPS		ACHIEVED
1	Calculator	
2	Writing	
3	Math -	
4		
5		
6		

ACTIONS

"determined"
writing is better
Doing some Math - it's difficult
Speaking up to make things easier

BARRIERS

hard after work -

EDUCATIONAL PLAN

NAME Student III DATE March 4, 1993

GOAL Develop your reading so I can read anything I want - to express more - Complete C Book

WHEN Continual -

STEPS		ACHIEVED
1	Attending Classes	
2	Read the Revelations of the Unseen	
3		
4		
5		
6		

ACTIONS

Working on computer

Read your prayer books -

Read to study group

focus from faith -

BARRIERS

Sticking to it -

- "Crying the tears to start over again"

Time management / Space Self - 22 over

Student I:

When disclosing barriers to learning, the student felt overwhelmed with a lack of funds to pay bills. It took away from his ability to concentrate. Exploration revealed a need for crisis intervention. He was provided with employee assistance as a resource and referral.

Student II:

The student felt overwhelmed by life, finding it hard to stay focused-doing too much for others at home and at work. Time was spent with the student on limit setting, taking time for herself. Validation of how proud she is of herself and the verbalization of her successes by family members assisted the student in becoming more focused and completing three cycles of classes.

Student III:

Initially the student found it difficult to begin We worked together to verbalize and eliminate the weeds of his existence -the things that took the energy away from his studying. We talked about how his need for perfectionism and fear of lack of perfectionism caused procrastination to set in. The awareness allowed him to eliminate the weeds and state "I AM THE MASTER OF MY SHIP". He is focused and has completed three cycles of classes and plans to begin his fourth.

Workshops

All workshop are co-ordinated, with the IEP and the needs of the population being the focus of their design. Needs are accessed during intake and IEP interviews along with the observation of classes in progress. No two workshops are alike. All workshops incorporate mixed media--art, role play, relaxation techniques, stress reduction activities, and a variety of worksheet exercises for concrete learning and to facilitate discussion. A curriculum guide of workshops offered is included. The outline materials for workshops contain numerous activities. At times a workshop session can be continued to the next session or altered to meet the needs of the group, perhaps eliminating or extending some activities. Workshops vary in length, from one to two hours.

Workshops offered:

- *Goal Setting/The IEP
- *Resume Writing
- *Orientation
- *Stress Reduction
- *Communication /Assertiveness
- *Diversity

WORKSHOPS

STRESS REDUCTION/RELAX AND LET GO

- *Handle pressure
- *Do all you want to do
- *Release tension
- *Increase concentration
- *Improve relationships

STRENGTHENING SELF-ESTEEM

Develop feelings of self confidence and acceptance. How we view ourself influences career choice and the ability to risk change.

FIGHTING FAIR

Understand anger and improve relationships. Conflict is a natural part of life. Learn how to cope more effectively with these "hard times".

TIME MANAGEMENT

How do you use your time-168 hours a week? Learn to be more organized and effective. The balance between learning and having time for relaxation can be yours.

GOAL SETTING

Goals allow us to stay focused and achieve balance in many areas of our life. Become aware of the steps and action plan to set you on a successful journey.
Focusing on barriers will allow the path to stay smooth.

- *What do I want to accomplish with my life?
- *What qualities of life do I want to enjoy?

CAREER DIRECTION /LIFE DIRECTION

Examine your skills and abilities. Find out how you can realistically set your goals.

ASSERTIVENESS

Feel more self-assured in relationships. Learn to give and get respect and communicate needs more effectively. Learn to stand up for your beliefs.

ORIENTATION

Become more aware of self -enrichment workshop possibilities. An overview of how you can develop a belief system that will help you reach your potential.

Be a Goal Getter!

THE FAR SIDE By GARY LARSON

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GOAL SETTING

{2 hour workshop}

GOALS: 1) To provide students with an understanding of the components of the decision making process.
2) To assist students in the development of strategies to achieve their goals.

OBJECTIVE:

1) Students will become aware of strengths and areas that need improvement in their decision making.
2) Students will develop holistic goals encompassing the worlds of work, education and recreation.

PROCEDURE:

I. Identify components of decision making.
   A. Focus- identify the problem
   B. What is important for you?
   C. Become aware of the necessary steps- What needs adjustment?
   D. What are the barriers?
   E. Form an action plan and proceed.
II. Discuss characteristics of goal setting.
   A Sense of optimism.
      1] focusing on the part of the cup that's full.
      2] making excuses.
   B. Problems are a part of life. Barriers will be addressed in Individual Education Plan meetings.
   C. Forgiveness-Appreciation of small achievements.
   D. Goals must be realistic and have a target date.

STRATEGIES:

I. WHY A GOAL?
   A. A goal gives you a clearer picture of what you want
   B. Writing it down makes you more specific.
   C. If we don't write them down they are dreams.
   D. A goal list updates your thoughts.
II. MEDITATION
   A.Have class visualize their goal at the end of the meditation.
   B. Work at giving yourself affirmations at the best part of your day.

ACTIVITY:

I. Reading a letter and poem from a prisoner-motivational .Give responses to his message. [INCLUDED]

II.An awareness of decision making process.

A. How I make Decisions work sheet included.

B. Provides a vehicle for discussion.

III. Discussion of Goal Setting Guidelines.

A. Keep goal in mind every day on refrigerator.

B. Belief system-You can do it or not.!

C. Practice doing impossible every day.

D. Strategy overcomes fear.

E. Successful people use their failures as feedback.

IV. Probing for Interest-[work sheet included]. Discussion of work sheet.

V. My Ideal Vocation -[read poem included].

A. Have students draw their ideal vocation.

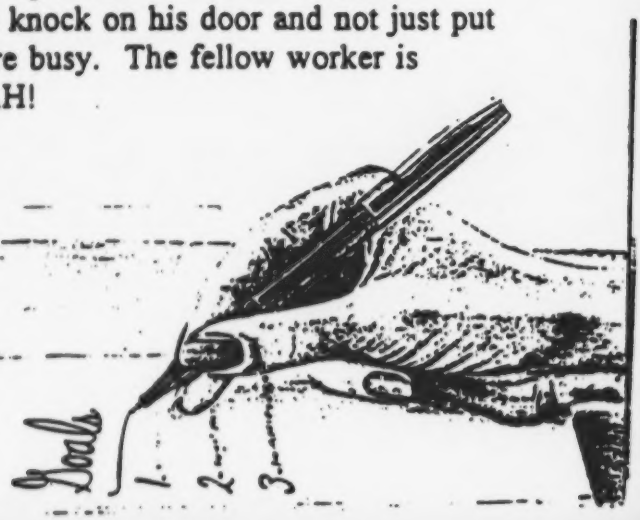
B. Have each student discuss their ideal vocation.

VI. TA-DAH! Students step forward and raise hands in an affirmation of success and verbalize TA-DAH!

* To facilitate the goal setting process, it is helpful for students to develop their IEP with a counselor at this point.

ANECDOTAL:

After a communication workshop, a student who had difficulty in communicating to other workers felt abused by a fellow worker. After a workshop he told a fellow worker to please knock on his door and not just put papers on his desk without asking if he were busy. The fellow worker is respectful of him. The student said,TA-DAH!



Dear freinds:

two years ago I made A Big MiStAke And was sent to Prison. When I Arrived I was So confussed I Barley could remember my name. After Alot of Soul Searching And much disapline, I started to learn how to read And write Again. I used My Misfaurtune AS A guide to help Me. Writting About what I had been thrugh And then Analizing My past As a Means to help Me Change Now looking back I see that is was A Blessing to come here. One doesn't have to be lock **behind A gate!!** to live in a prison. Prison is A State of mind. And there's So much of it going Around; Even in the free world. [Prisons of Love, hate, hurt, Lust And Pain. (Ect.)] I don't want to live in a prison Anymore, So I'm walking the Steps that it takes to become **free.**
(Honesty, Change, Learning, And Guidence.)

Today I have Drams And Live them. The past was yesterday And I'm not going to let it confusse me Anymore.

Ive let Go of the past.—
to catch up with today...

Be Strong And have a safe Journey on your freedom.

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"IT'S NEVER TO LATE

It's never to late...
To begin again,
And there's no better time,
So spread your wings and feel the wind.
And what direction do I travel,
On this wonderful quest,
Ask the question to your heart,
And a pure answer you will get.
How to begin, is to start with a plan,
Use your dreams as the guide,
Then follow commands,
Never tell yourself you can't,
Cause I know that you can,
For I'm the friend you never met,
From the prison land.
Start with the basics,
Learn to read and write,
For it is a weapon of strategy,
And it helps you see the sight,
Then write your dreams,
And read it to a friend,
And ask yourself,
If this is your true plan.
If your answer is yes,
Then this you must quest,
No matter if young or old,

You must do your best.
For it is never to late,
To put the ball in roll,
Don't get confused,
By the past of a fall,
For this was yesterday,
And not your plan for today,
So add the balance of learning,
Made up of fun, work and gain.
And most important,
I want to stress,
That it's never to late,
So start the ball rolling,
We've got dreams to make.

Written By:

E. M. DAVID

E. M. David
1993 2/13/93

Probing for Interests

What do you do for fun?

1.

2.

3.

4.

What have been your favorite or most interesting classes in school? (Do not consider the grades you received; consider only if the classes were interesting to you.)

1.

2.

3.

4.

What things have you always wanted to do, but never had a chance to try?

1.

2.

3.

4.

What areas or subjects (not necessarily school subjects) would you like to know about?

1.

2.

3.

4.

What things have you tried, but gave up on because you felt you could never be good at them?

1.

2.

3.

4.

RESUME WRITING WORKSHOP

GOAL: 1) To assist students in developing a skill vocabulary.
2) To assist students in writing a resume.

OBJECTIVES: 1)Students will identify skill competencies that the utilize.
2) Given a simulated job interview, students will articulate their skill areas.

DISCUSSION: WHY THE RESUME?

A. Presentation of how well you think of yourself. TA-DAH!
B. It may get you the interview over other applicants.
C. You may be offered higher pay for the job.

PROCEDURE: Self analysis of personalty traits.

I. Ask the students,"If I were interviewing you for a job and I said to you,'Tell me about yourself?', what would you say?" Go around the room and try to give the students an opportunity to answer the question The students should be encouraged to answer in terms of skills they have to offer , or worker traits they possess that would be helpful to an employer.

II. Tell me about an experience that you felt good about at work.

A. Discuss jobs in country of origin .
B. Discuss former jobs and responsibilities.

III. How can skills be identified?

A. Look for real experiences, responsibilities, or the label it carries.
B. Develop your own vocabulary for naming the skills you enjoy using.
C. Allow the focus to spread over all life experiences. All yield skill information.

IV. Introduce the concept of multi-potentiality. Each of us has a resource of many skills. We may choose to develop only a few at any time. Career decisions may occur many times in one's life

V. ICEBREAKER

A. On the front of a 3 x 5 card have students write about an accomplishment or success of which they are proud. On the back of the card, write the strengths they have that made it possible for them to

accomplish the task. Share with the class and have students add to the list of strengths.

B. On a large piece of newsprint , have students write their name with magic markers. Have them list ten strengths on the left hand side of the page. Have students fold their sheets in half, and tape each sheet to the wall so that only the right hand side is showing with their names Have group members walk around the room and add strengths to each persons chart.

VI. IDENTIFYING TRANSFERRABLE SKILLS

A. Ask students to identify transferrable (functional skills) they possess. Transferrable skills work sheet is enclosed. Transferrable skills are broad skills whose function can serve many jobs.

B. Work content skills contain a vocabulary and procedures that are important to learn to be successful at the job.

VII. RESUME WRITING

A. The part it plays in getting you a job.
   1. The average job opening attracts 30-500 applicants.
   2. Employees decide who they wish to interview-screening device.
   3. It's a sales tool.
   4. Emphasize your strengths

B. It takes time
   1. Skill identification
   2. Allow between 3 hours and a week to complete a resume.

C. A one page resume is preferred, size 8 x 11.

VIII. RESUME CONSTRUCTION

A. Functional resume, form enclosed.

1. Discussion of skills needed for the new position and tell of responsibilities.
2. List all work activities, tell experiences, volunteer activities.
3. Type or use a word processor to produce your final copy.

* This workshop should be presented in two sessions totaling four hours of class time. The actual resume writing is during the second session.

AFTER

Daniel Hartman
3416 Halub Avenue
Philadelphia, Pennsylvania 18042
(215) 246-5818

* WORK EXPERIENCE *

UNITED PACKAGING COMPANY
1955 to Present

COORDINATOR
FIELD ENGINEERING: Coordinated manufacturing and packaging equipment. Managed records of all engineering projects - hours, material, and total costs. Handled inventory control of machine parts and equipment. Completely coordinated monthly income statement of department. Managed three machinists in work load schedule.

TECHNICAL WRITER: Coordinated technical information from engineers. Organized instruction books, catalogs, and brochures. Handled coloring, labeling, illustrations, and minor technical writing. Coordinated photography, making of progress report charts, and transparencies for overhead projection and book revisions.

PRODUCTION PLANNER: Scheduled machines to work efficiently. Handled inventory control of various raw materials - boxes and cartons.

* EDUCATION *

Southampton County Community College - Accounting & Data Processing

Inter-plant Courses - Electrical, heat seal, tool and die design, pulp and paper

Industrial Management and technical writing courses

Table 1

Composite List of Transferable Skills Identified by Conference Participants[2]

Intellectual/Aptitudinal

Communicating (44)
Problem Solving (17)
Analyzing/Assessing (15)
Planning/Layout (15)
Organizing (14)
Decision Making (13)
Creativity/Imagination/Innovation
Problem Identification/Definition
Managing One's Own Time
Basic Computation
Logical Thinking
Evaluating
Ability to Relate Common Knowledge or Transfer Experiences
Coping with the Labor Market and Job Movement
Understanding Others
Synthesizing
Marshalling Available Resources
Accommodating Multiple Demands
Judgment
Foresight
Trouble Shooting
Job Awareness
Mechanical Aptitude
Typing
Accounting
Implementing
Self-Understanding, Awareness, Actualization
Situational Analysis
Assessing Environments/Situations
Understanding Human System Interactions
Organizational Savvy
Conceptualization
Generalization
Goal Setting
Controlling
Quantitative Thinking
Dealing with Work Situations
Finance
Tool Usage
Bookkeeping
Artistic Ability
Business Sense
Tolerance of Ambiguity

Interpersonal

Working With, Getting Along With, or Relating to Others (28)
Managing, Directing, or Supervising (13)
Empathizing, or Being Sensitive to Others
Teaching, Training, or Instructing
Counseling
Motivating
Gaining Acceptance, or Building Rapport
Helping, or Cooperating
Cultivating Cooperation
Selling
Accepting Supervision
Delegating
Instilling Confidence
Team Building

Attitudinal

Diligence, or a Positive Attitude Toward the Value of Work (11)
Receptivity/Flexibility/Adaptability
Determination/Perserverance
Acceptance/Appreciation/Concern for Others
Responsibility
Willingness to Learn
Ambition/Motivation
Self-Confidence
Self-Discipline
Pride
Enthusiasm
Patience
Self-Actualization
Assertiveness
Honesty
Loyalty
Reliability
Risk Taking
Compromising
Kindness

[2] Items are listed in approximate order of frequency within each category. Most frequently mentioned items are followed by a figure in parenthesis to indicate relative frequency; thus "Communicating" was mentioned about 44 times as often as "Tolerance of Ambiguity."

A,A, Wiant, Transferable Skills: The employers' viewpoint. Information Series No. 126. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1977.

ORIENTATION WORKSHOP

Goal: Participants will feel motivated and more self assured on their road to encounter new educational endeavors.

Objective: Through instruction and group exercises participants develop new coping styles, reframe negative thinking patterns and develop an awareness of the need for balance in their lives.

I. Welcome-Icebreaker

Standing ovation for attending the first class- empowering , humorous and a message that it's ok to be here.

II.The role of the counselor

A. Multidimensional
B. A discussion of workshop possibilities
C. The IEP

III. Poem (a portion)

A. On The Pulse of the Morning -Maya Angelou- Inspirational
The workshop followed the inauguration of President Clinton
B. Discussion of poem

IV. Moving to Goal

A. From mastery -a place of satisfaction with present learning
B. To challenge - a place of inspiration
C. To anxiety - a place of jumping hurdles,"nothing can stop me now"

V. The Mind-Body connection

A. How people with obstacles overcome adversity
B. Coping styles-
1. Regressive coping styles - give examples(Not coming to classes when you find learning difficult.)
2. Transformational coping- (Asking the teacher for assistance when you don't understand the material.)
3. The part of the cup that's empty-the part of the cup that is full.

VI. Meditation

A.-Muscle relaxation enclosed.
B. An explanation of the need of self care to facilitate learning.

VII. Verbalize to a partner something you have accomplished in your personal or work life.

VIII. How do you achieve balance in your life?

A. Brainstorm with the group things that throw them off balance
   1. At work
   2. The world outside of work-home

B. Brainstorm things they do to nurture themselves

C. Visualize or draw a picture of how they look now.

D. Visualize or draw how they would look if they put the things that nurture them into their routine.
   1. Discuss the differences with a partner
   2. Discuss common themes with the group.

IX. Introduce the IEP(form enclosed)

A. Explain form to students.

B. Role play with the teacher a typical IEP counseling situation to eliminate fear.

C. Ask if there are any questions.

X. TA_DAH!

A. Presenting themselves to the world. Inspirational!
   1.Students step forward in unison , raise their hands and verbalize TA DAH!

2. They are given a copy of the enclosed Garfield cartoon for inspiration.

XI. Evaluation of workshop.(Form enclosed)

A. Explanation of evaluation and time for questions.

B. Sign up students at this time for individual IEP appointments, allowing one hour intervals for each appointment. Some students need the time, can accomplish the task in 20-30 minutes.

ON THE PULSE OF THE MORNING
By Maya Angelou

LIFT UP YOUR EYES UPON
This day breaking for you.
Give birth again
To the dream.

WOMEN, CHILDREN, MEN
Take it into the palms of your hands.
Mold it into the shape of your most
Private need. Sculpt it into
The image of your public self.
Lift up your hearts
Each new hour holds new chances
For new beginnings.
Do not be wedded forever
To fear, yoked eternally
To Brutishness.

THE HORIZON LEANS FORWARD,
Offering you space to place new steps of change.

Hit the Ground Running Workshop

EVALUATION FORM

Date:_____ **Topic:**_____

Please take a few minutes to fill out this evaluation form. It is useful in assessing the value of this workshop, as well as in planning for future sessions. Any comments or suggestions are welcome. There is no need to sign this form.

1. Was the workshop useful to you? Yes___ No___

2. What is your overall assessment of the workshop?
   Excellent___ Good___ Fair___ Poor___

3. What is your assessment of the instructor's preparation and ability to communicate the material?
   Excellent___ Good___ Fair___ Poor___

4. What features of the workshop did you like BEST?

5. What features of the workshop did you like LEAST?

6. Do you have any recommendations for improvement of the workshop?

7. What other topics would you suggest?

STRESS MANAGEMENT

Training on Stress Reduction/Relax and Let Go has been presented to staff at the Asian American Civic Association and to students at the New England Medical Center. Stress reduction curriculum along with exercises for the office bound are included . Students found exercises useful. The exercises (included) were gotten from the Framingham Union and Beth Israel Hospitals.

STRESS REDUCTION/RELAX AND LET GO

GOALS: Participants will be come aware of how stress is affecting their lives- the link between stress and health. Research indicates that stress may contribute to back pain, headaches, stomach problems and depressions.

OBJECTIVE: Through instruction and group support, participants will learn to identify and change thoughts, habits and situations that are stressful. Emphasis sill be given to exercise, nutrition, alcohol as a stressor, time management and problem solving techniques to improve coping mechanisms.

I Introductions
- A. My interest in stress reduction
- B. Group introductions and reasons for attending
- C. Draw and share with a partner - what stress feels like to them

II Group Process
- A. Discuss stressors that groups experiences everyday
- B. Look for common themes
  - 1-Alcohol
  - 2-Relationships
  - 3-Every day coping

III Where they experience stress
- A. Worksheet to evaluate stress level
- B. Exercise of people with stressors connecting
- C. How Stress Affects Us/Three Boxes of Life
  - 1-Work
  - 2-Social
  - 3-Education

IV Coping Styles
- A. Regressive coping
- B. Transformational

V The 3 C's of Stress Management
- A. Commitment
- B. Challenge
- C. Change

VI Introduction to Diaphragmatic Breathing
- A. Relaxation response
- B. Group processing

VII Where Stress is Coming From
- A. Focusing - Where you experience pain
- B. Experiencing it in body

VIII Relaxation to Music

A. Discussion of where people experience body pain
   1. Tips to reduce pain
   2. Relaxation focused to relieve back/neck head pain
B. Utilizing visualization

IX Reframing

A. Changing Crisis into opportunity
B. Prioritizing life energy
C. Goal setting for stress education
D. Record Keeping
   1. Identify the stressor
   2. Identify the emotion
   3. What message did you give yourself?
   4. Where did you feel the tension?
   5. What was the behavioral response?

Recruitment: The workshop can be offered with an outreach component to the community.

"Douglas! ... Your shoulders aren't hunched!"

BACK AT YOUR DESK

Making Your Chair & Computer Work Together

Take a good look at your chair and your workspace. Think about what adjustments you can make to take care of your back.

Keep your feet flat on the floor. Your knees should be slightly lower than your hips. Avoid crossing your legs.

Computers can perform many of the repetitious and tedious tasks that once were done by hand. But if you spend most of your working hours at a computer terminal, you may find you get minor muscle or back aches and a stiff neck. Fortunately, there are ways to prevent these aches and pains—you can help yourself by developing good work habits.

Perfect Posture

Proper posture is key to maintaining your healthy back. Your spine is balanced with three natural curves that must be aligned to prevent strains and stress. The lower curve, called the lumbar curve, bears most of the strain when you are seated. As a result, it needs constant support.

Are You Sitting Pretty?

Be aware of your posture at all times and guard against slumping shoulders or a slouching spine. To check yourself, draw an imaginary line from your ear, past your shoulder, to your hip. A straight line will keep your back in shape.

Remember to shift your position frequently to eliminate strain. Try taking a brief walk around the office or doing some simple stretching exercises to release the muscle tension caused by sitting.

Use document holders or page-display desk devices to keep your pages in an upright position. Move your computer screen so that the top of the screen is at forehead level.

Place a folded towel or wedge-shaped cushion on the seat of your chair to tip your pelvis forward. This position reduces the strain on your lower back.

Slide your chair under your desk or workstation so that you don't have to lean into your work. Watch your posture—your ankles and elbows should be at right angles.

Position a pre-made lumbar support or rolled-up towel in the small of your back to support your lumbar curve.

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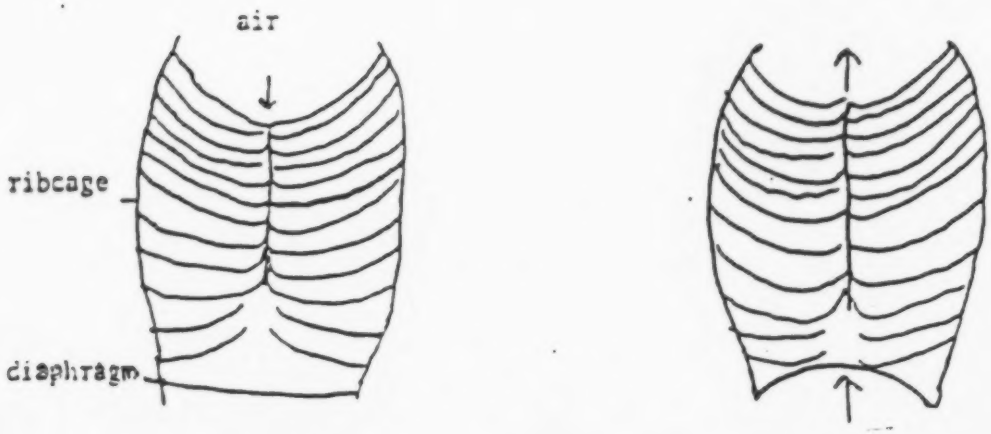
STRESS AND BREATHING

Breathing has well-documented and extremely powerful effects on bodily function. Learning to be aware of breathing is the first step toward controlling the physical and mental effects of stress. There are two basic types of breathing:

· diaphragmatic or belly breathing

The diaphragm is a large sheet of muscle, like a piece of rubber balloon stretched over the bottom of the lungs. When breathing is natural and relaxed, the diaphragm expands down on the inbreath, creating a negative pressure that pulls air into the lungs. On the outbreath, the diaphragm relaxes back into its original position, pushing air out of the lungs. When the diaphragm moves down on the inbreath, the contents of the abdomen are naturally moved forward, so that the belly expands. If you place your hand on your belly, you will feel it bulge out on the inbreath, and flatten back on the outbreath if you are breathing diaphragmatically.



inbreath outbreath

During stress there is a tendency to hold the breath, to breath irregularly, and to exhale incompletely. When the exhalation is incomplete, not enough fresh air can enter the lungs on the inhalation. This leads to a pattern of chest breathing where the diaphragm is not used.

· chest or stress-breathing is rapid and shallow. The chest expands and the shoulders rise with each breath, since the lungs are being expanded by the small muscles between the ribs, rather than by the diaphragm. This type of breathing results in poor exchange of stale air with fresh air and blood chemistry changes that result in anxiety and fatigue. It also stimulates the sympathetic nervous system, producing a widespread stress response. A vicious cycle ensues where stress leads to chest breathing, and the physiological consequences of this shallow breathing magnify the stress response.

TAKE A MOMENT NOW TO NOTICE YOUR BREATHING PATTERN. WHICH IS IT?

Short-cutting stress-breathing

Learning to breathe diaphragmatically automatically shifts physiology out of the stress mode into the relaxation mode. Begin by relaxing back against a chair so that you are reclining slightly. It's helpful to close your eyes. Take a deep breath and then exhale slowly and completely. Place a hand on your belly and notice whether you can feel your belly expand with your inbreath, and flatten back with your outbreath. Some people find it helpful to sense or imagine the diaphragm bulging downward on the inbreath, and returning to its original position on the outbreath.

By simply paying attention to your belly, you will soon learn to shift automatically into diaphragmatic breathing. Heart-rate will slow, blood pressure will decrease, and sympathetic nervous system arousal as

a whole will decline, leading to a subjective sense of relaxation and a decrease in anxiety and restlessness.

Mini-relaxation breathing exercises

1. Even as you continue with your activities, become aware of your breathing. Inhale deeply, exhale completely and focus attention on belly breathing. This exercise can be as short as one breath or as long as several minutes.
2. 10-to-1 countdown. Close your eyes. Take a deep breath and exhale completely. Begin to breath diaphragmatically. On the next outbreath, repeat mentally the number 10. As you exhale, feel the tension drain out in a wave from your head, all the way down the body, and out the soles of the feet. On each subsequent outbreath, count back one number until you reach one, continuing to use the outbreath as an opportunity to let go of muscle tension.
3. Letting go of tension with the outbreath. Muscle tension naturally diminishes on the outbreath as the body lets go to the pull of gravity. Just as in the 10-to-1 countdown, any breath can be used as an opportunity to let go of tension.

Communication/Assertiveness Workshop 2 hours

Goal: To develop a safe and supportive place to attempt new communication patterns.

A. Build confidence in communication.
B. Develop an understanding of communication patterns.
C. Practice new skills in a group setting.

Objective: Through the utilization of group participation and experiential exercises participants will improve communication techniques.

I. How to attend a workshop.
   A. Involvement, express thoughts and feelings.
   B. Ask questions.
   C. Be supportive of others.
   D. Confidentiality .
   E. Openness and receptive to new ideas
      1. Everyone can offer something to the group.
      2. There are no right or wrong answers.
   F. It's ok to be a listener.

II Relaxation: Muscle tension exercise (sheet enclosed.)

III. Icebreaker--Draw a success story at work-a situation that left you feeling good about your self. Discuss common themes.

IV. Communication Style
   A. Influenced by family of origin and experiences while growing up.
   B. How you feel about your self is influenced by
      1. family-parent/child, brother/sister, son/daughter , husband/wife
      2. friends .
      3. school-teacher/student, bully/bullied , athlete/team.
      4. View of self formed by age 5-6.
   C. Did you feel good or bad about yourself in these situations?
      1. How we view ourselves influences how we act/react to others.
      2. We have the ability to change.
      3. Due to our histories we make a lot of assumptions about others
         a. Cultural influences..
         b. Feminism

D. Communication is the biggest factor in relationship
   1. Verbal
   2. Nonverbal
   3. Past experiences influence communication.
      a. People remind us of other people .
      b. Can't ignore appearance, laugh, voice, odor.

E. Family of origin
   1. What was the size of the family you grew up in?
      a. Who was the talker?
      b. Were emotions expressed openly in your family or through a third party?
   2. Draw a diagram of family of origin.

F. Perfect couples who never fight land up in divorce court

V. Discuss Bill of Assertive Rights (enclosed)

VI. Brainstorm significant factors in communication at the workplace/communication breakdowns.

A. What are people doing to get rid of their fears?

B. Share difficulties of communicating in a second language-share feelings.

VII. Dealing with Conflict Sheet (enclosed)

A. What is conflict?

B. What does it do for us?

C. How do you feel when you are in conflict?

D. Discussion of conflictual situations.(Sheet enclosed.)

The Secrets That Keep You Cool, Calm and in Control

You'll become a positive and productive force in the workplace — and anywhere else conflict arises

1. You have the right to ask for help.

2. You have the right to make mistakes.

3. You have the right to change your mind.

4. You have the right to say, "I don't know."

5. You have the right to say, "I don't understand."

6. You have the right to say no.

7. You have the right to be illogical in making decisions.

8. You have the right not to be responsible for other people's problems.

9. You have the right to ask for what you want

10. You have the right to be you.

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DEALING WITH CONFLICT

1. Conflict is . . . . . .
2. The time I felt best about dealing with conflict was when .
3. When someone disagrees with me about something important or challenges me in front of others, I usually. . . . . .
4. When I get angry, I . . . . . .
5. When I think of negotiating, I . . . . . .
6. The most important outcome of conflict is. . . . . .
7. I usually react to negative criticism by . . . . . .
8. When I confront someone I care about, I. . . . . .
9. I feel most vulnerable during a conflict when. . . . . .
10. I resent. . . . . .
11. When someone avoids conflict with me, I . . . . . .
12. My greatest strength in handling conflict is. . . . . .
13. When things are not going well I tend to. . . . . .
14. I will sometimes avoid unpleasant situations by . . . . . .
15. I am most apt to confront people in situations such as. . .
16. I usually hide or camouflage my feelings when. . . . . .
17. My greatest weakness in handling conflict is. . . . . .
18. When I think about confronting a potentially unpleasant person, I. . . . . .
19. I sometimes avoid directly confronting someone when. . . . .
20. I am most likely to assert myself in situations that. . . .
21. I would like to be able to handle conflict better by improving my ability to. . . . . .

I- Language assertion is particularly useful as a guide for helping you to express difficult negative feelings. It is based on the work of Thomas Gordon.

It involves a three or four-part statement:

A. WHEN (objectively describe the other person's behavior or the situation which concerns you).

B. THE EFFECTS ARE (describe how the other person's behavior or the situation concretely effects your life).

C. I FEEL (describe your own feeling).

D. I'D LIKE (describe what you want).

EXAMPLES:

A. When you interrupt me repeatedly,
B. I lose my train of thought....
C. and feel annoyed.
D. Please let me finish.

A. When you don't show up on time for your ride...
B. I am kept waiting
C. ... and I feel worried and anxious.
D. Please come on time and let me know if you'll be late.

NOTE:

Often it is sufficient to state clauses A and B (the other's behavior and it's affect upon you.) The "I feel" and "I'd like" clause can be easily inferred by the listener as in these examples:

A. When you don't dump the garbage as promised....
B. it either piles up or I do it at the last minute.

A. When you are late for dinner...
B. it gets cold.

Practice sending I-messages in the following hypothetical situations:
Don't forget to describe the concrete effects of the other's behavior on your life.

1. One of your professors ridicules you in front of the class when you answer questions incorrectly.

2. A key member of your working committee is consistently one-half hour late for meetings.

3. A close friend of yours never returns the phone messages you leave.

4. Your boss criticizes you whenever you make errors but never mentions your positive accomplishments.

DIVERSITY WORKSHOP/ASSERTIVENESS-2 hours

NOTE: A diversity workshop was put into place after some students were trying to influence others with their religious/ethnic beliefs

"If I am not for myself, who will be?
If I am only for myself, what am I?

Hillel

GOALS:

1. To develop an understanding about diversity.
2. To develop more of an awareness and appreciation of self.
3. To define assertive behavior and identify roadblocks.

PROCEDURE:

I. An appreciation of self-reading of the poem "I Am Me" by Virginia Satir [included] .

II. Diversity discussion.
   A. We are all a part of Americas'melting pot adding to its richness.
   B. We all encounter prejudice in our lives.
      1. Facillitator shares experience in her own life involving prejudice.
      2. Sharing of prejudices students encountered while growing up, establishes an atmosphere where greater understandings can be developed.

III. By the year 2005, 85% of the workforce will be made up of women, minorities, and immigrants.
      1. A diverse workforce is good for business.
      2. It provides new ideas to solve problems.

IV. Assertive behavior -definitions:
      1. Being assertive means expressing what you think, feel and want in an honest manner, respecting other people.
      2. Sometimes you may behave aggressively, speaking up ,but putting down or dominating another person.
      3. You may act nonassertively,saying little or nothing or agreeing when you should say no.
      4. Effective communication depends on you expressing your thoughts and wantss as clearly as you can. You must also consider thee feelings and desires of others.

V. Discussion of the Bill Of Assertive Rights[included].

VI. Discussion of communication model
   A. Non-assertive, assertive , and aggressive behavior. [included].
   B. Give examples of times when you were assertive.

VII. Have students evaluate workshop.

MY DECLARATION OF SELF ESTEEM

I AM ME

IN ALL THE WORLD,THERE IS NO ONE ELSE EXACTLY LIKE ME

EVERYTHING THAT COMES OUT OF ME IS AUTHENTICALLY MINE

BECAUSE I ALONE CHOSE IT *** I OWN EVERYTHING ABOUT ME

MY BODY,MY FEELINGS,MY MOUTH, MY VOICE, ALL MY ACTIONS,

WHETHER THEY BE TO OTHERS OR TO MYSELF*** I OWN MY

FANTASIES,MY DREAMS, MY HOPES, MY FEARS *** I OWN

ALL MY TRIUMPHS AND SUCCESSES, ALL MY FAILURES AND

MISTAKES *** BECAUSE I OWN ALL OF ME, I CAN BECOME

INTIMATELY ACQUAINTED WITH ME *** BY DOING SO I CAN

LOVE ME AND BE FRIENDLY WITH ME IN ALL MY PARTS

I KNOW THERE ARE ASPECTS ABOUT MYSELF THAT PUZZLE

ME AND OTHER ASPECTS THAT I DO NOT KNOW *** BUT

AS LONG AS I AM FRIENDLY AND LOVING TO MYSELF,

I CAN COURAGEOUSLY AND HOPEFULLY LOOK FOR

SOLUTIONS TO THE PUZZLES AND FOR WAYS TO FIND OUT

MORE ABOUT ME *** HOWEVER I LOOK AND SOUND, WHATEVER

I SAY AND DO, AND WHATEVER I THINK AND FEEL AT A

GIVEN MOMENT IS AUTHENTICALLY ME *** IF LATER SOME

PART OF HOW I LOOKED, SOUNDED, THOUGH OR FELT TURNS

OUT TO BE UNFITTING, I CAN DISCARD THAT WHICH IS

UNFITTING, KEEP THE REST, AND INVENT SOMETHING NEW

FOR THAT WHICH I DISCARDED *** I CAN SEE, HEAR, FEEL,

THINK AND SAY I HAVE THE TOOLS TO SURVIVE, TO BE CLOSE

TO OTHERS TO BE PRODUCTIVE, AND TO MAKE SENSE AND ORDER

OUT OF THE WORLD OF PEOPLE AND THINGS OUTSIDE OF ME ***

I OWN ME AND THEREFORE CAN ENGINEER ME* *** I

AM ME AND

I AM OKAY

Viginia Satir

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Comparison of Nonassertive, Assertive, and Aggressive Behavior:

	Nonassertive Behavior	Assertive Behavior	Aggressive Behavior
Characteristics of the behavior:	Emotionally dishonest, indirect, self-denying, inhibited	(Appropriately) emotionally honest, direct, self-enhancing, expressive	(Inappropriately) emotionally honest, direct self-enhancing at expense of another, expressive
Your feelings when you engage in this behavior:	Hurt, anxious at the time and possibly angry later	Confident, self-respecting at the time and later	Righteous, superior, deprecatory at the time and possibly guilty later
The other person's feelings about herself when you engage in this behavior:	Guilty or superior	Valued, respected	Hurt, humiliated
The other person's feelings about you when you engage in this behavior:	Pity, irritation, disgust	Generally respect	Angry; vengeful

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THE STATE OF THE ART

The Career Counseling Component , a part of the federally funded grant between the Asian American Civic Association and New England Medical Center,is truly unique! Little has been done to document the role of the career counseling component in workplace education. Johan Uvin, Workplace Education Coordinator, Bureau of Adult Education for the Department of Education, suggested that I contact Sara Newcomb at the U.S. Department of Education, Washington D.C.. Sara welcomed the documentation I was doing and stated:

"Nothing has been done to document career resources."

The following people were given to me as resources as a result of my conversation with Sara:
Linda Mrowicki-Project Director in Des Planes stated:

*"Career counseling is not a focal point.
*If needed , a teacher may give some information in the classroom.
*One company had a fair to encourage continuing education and educational opportunities."

Mary Ann Jackson , a union representative in Wisconsin said no work had been done. She referred me to :

Jim Mullarkey-Waukesha County Tech College- Wisconsin stated:

" An open learning lab is available to workers/students.. The teacher formulates an individual education plan with students and follows up on the plan for fifteen minutes once a week. The established goals are solely educational. Classes are not formalized, workers come when they want .

In Appreciation

My thanks to all the wonderful employees of New England Medical Center who allowed me to enter their lives and by doing so, enriched my own. Through their honesty and the sharing of their stories, I become aware of their cultural needs and burning desire for self improvement. This report has been written in admiration and respect.

My sincere appreciation to Joe Murray, coordinator and fellow worker, for his patience and willingness to assist me with word processing skills and to take time and effort to format this document. Without this expertise, the report would lack its current formatting style. He has convinced me to take a word processing course. Continuous improvement is necessary. Thanks Joe.

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Worksheet activities have been accumulated over the years. It is with regret that their origin is obscure.